DOCUMENT RESUME

ED 383 871 CE 069 205

TITLE	Quality Standards for Adult Literacy. Discussion Guide.
INSTITUTION	Ontario Ministry of Education and Training, Toronto.
PUB DATE	1 Apr 93
NOTE	52p.
PUB TYPE	Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Accountability; Adult Basic Education; *Adult Literacy; Community Programs; Discussion (Teaching Technique); *Educational Quality; Evaluation Methods; Foreign Countries; Guidelines; *Literacy Education; Program Effectiveness; *Program Evaluation; State Standards; Teaching Guides
IDENTIFIERS	Ontario

ABSTRACT

This guide was developed as a tool for group leaders to help people in their organizations participate in local discussions about literacy quality and evaluation in Ontario, Canada, as part of the Literacy Quality Standards and Evaluation Project. The guide is organized in seven sections that cover the following topics: definition of literacy; guiding principles; vision statement; objectives; strategies; core quality standards; and evaluation guidelines. Each section contains information about an aspect of the project and suggestions for discussions about it. Sample questions and points for discussion are included. The guide also includes information on conducting the discussions, an explanation of accountability and the elements of an accountability framework, a list of other related projects to improve accountability, a list of organizations cooperating in the project, and project documents, such as a format for the group report, a group response record sheet, an individual response record sheet, and a form for ordering background materials. (KC)

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Quality Standards for Adult Literacy

Discussion Guide

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Literacy Branch
Ministry of Education and Training
April 1, 1993

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Purpose of this Discussion Guide

This discussion guide is a tool for group leaders to help people in their organizations participate in local discussions about literacy quality and evaluation in Ontario. The project is called the Literacy Quality Standards and Evaluation Project.

Expectations of accountability are increasing on the part of the tax-paying public and within government. Increasingly, we will all be required to demonstrate how effective and efficient our programs are as a basis for funding. Much has been accomplished since the Ontario Government developed the *Government Plan for Adult Basic Literacy* in 1986. With over 800 literacy programs serving 100,000 learners now active in Ontario, it is time to see what can be done to improve quality and cost-effectiveness.

The Literacy Quality Standards and Evaluation Project is a key priority of the Literacy Branch in supporting the literacy field. The project will develop core quality standards for all literacy programs in Ontario. It will also develop specialized standards for each delivery sector - school board, college, community and labour. This will provide the framework or structure for program evaluation and lead to increased accountability by all partners.

We are consulting with you as a member of the literacy community who has a strong interest in literacy. Some of the core standards have been proposed by a work group on quality and evaluation composed of representatives from all delivery sectors. Additional standards are proposed by the Literacy Branch. We want to know if you agree with the proposed standards. Are there additional standards you would propose for all programs or for programs in your own delivery sector?

Your group is an important part of the consultation process. All responses will be given full consideration in the branch's effort to develop an accountability framework that meets the wide diversity of needs of the Ontario population.

More information regarding this project is available from:

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Background on the Literacy Quality Standards and Evaluation Project

Both the United Kingdom and the United States have developed quality standards for adult literacy programs. In Canada, a number of provinces have established or are developing quality standards. Ontario has launched this project to develop quality standards and evaluation guidelines for all adult literacy programs.

This project was originally called *the Adult Literacy Policy and Evaluation Project* and was divided into two phases. These phases have been merged and the focus is now on developing quality standards and evaluation guidelines. It is called the *Literacy Quality Standards and Evaluation Project.*

What has been done up to now?

Policy Framework

During the summer of 1991, the Literacy Branch prepared three background papers dealing with literacy issues in Ontario for the English, Franco-Ontarian and Native communities.

A policy work group was formed in the fall of 1991, to develop elements of a policy framework. Representatives of the English, Franco-Ontarian and Native literacy communities were invited to join the policy work group. Work group members included practitioners and learners from school board, community, college, and labour delivery organizations.

Quality Standards

The Literacy Branch prepared three papers discussing quality issues for Franco-Ontarian, English and Native programs. All three papers are available in English and French. We also prepared plain language versions in both languages.

A reference group on quality standards and evaluation guidelines was formed in the fall of 1992. The executive directors or equivalent of nine provincial umbrella groups, each representing a different literacy sector, formed the group. They contributed to the plan for developing quality standards and evaluation guidelines.

In January 1993, a work group developed some of the core quality standards and program features for consultation. Work group members were practitioners working in the school board, community, college, and labour sectors. They served English, Franco-Ontarian and Native Peoples.

What Happens Next?

Discussions in each delivery sector are being co-ordinated by nine umbrella organizations, listed on page 49, representing a variety of service providers and literacy sectors across Ontario. These organizations will work directly with their programs. They are collecting responses and preparing reports that reflect the views from their sectors.

With the results of this consultation, the ministry will:

- compile the results for distribution to the literacy field;
- finalize core quality standards for all literacy programs;
- co-ordinate pilot evaluations in several delivery sectors, including the production of "how to" evaluation handbooks;
- revise all grant criteria and reporting forms to ensure consistency with the core quality standards;
- encourage sectors to continue to develop and refine their specialized quality standards;
- encourage organizations and programs to conduct regular evaluation; and
- monitor how well programs meet the standards as a basis for continued funding.

The Pilot Evaluations

Pilot evaluations by a small number of delivery organizations will begin in January 1994, as a means of developing guidelines based upon experience with evaluation. The pilot sites will be selected with a view to their potential for representing a number of commonalities in literacy programs. For example, a site using a classroom model will affect classroom models in a variety of other sectors. The evaluation guidelines developed from these pilots are expected to be flexible enough to apply to the diversity of each sector. A request for proposals for these pilots will be announced in late spring, 1993.

Related Projects

For information on other related projects to improve accountability, please see page 42.

Suggested Discussion Procedure

Before You Start ...

1. Read through this guide to get an overview of the topics for discussion. They are:

    - a definition of literacy;
    - guiding principles;
    - a vision statement;
    - objectives;
    - strategies;
    - core quality standards; and
    - evaluation guidelines.

2. Explore ways to discuss these topics with others in your delivery sector. This may be your literacy organization, your community, or your own literacy programs.

3. If you are preparing a group response, involve as many interested people as possible. Please attach the form on page 43 to your group response. Responses may be written or in other formats. Please use the same numbering system we have used and send your completed response to one of the organizations listed on page 47.

4. Although individuals can submit a response, we expect organizations to prepare group reports. If you do submit an individual response, please attach the form on page 45 to it.

5. A number of papers have been prepared which you may find interesting as you discuss these topics. These background papers discuss policy and quality issues in the Franco-Ontarian, Native, and English literacy communities. All are available in both English and French. The three papers on quality are also summarized in plain language. For copies of any of these documents, please complete the form on page 49 and contact the Literacy Branch.

The deadline for responses is June 30, 1993.

Tasks for Group Leaders

As a group leader, you have seven main responsibilities:

1. Be prepared. Read background materials and review this guide thoroughly.

2. Enable group members to react to the material presented in this guide. Use the plain language papers to help explain concepts to participants. The views of all participants, especially learners, are important to us. Ensure that everyone understands not only the words presented in this guide, but also their implications. Use the "What the Ministry Needs to Know" sections while discussing the definition of literacy and the guiding principles for the evaluation framework.

3. Focus the discussion on the Core Quality Standards, particularly if time is limited. To cover everything in this guide, you may need to hold more than one meeting.

4. Try to get consensus if possible. However, if your group is divided on an item, please tell us in your report. Include the range of differences and how participants were divided on the topic.

5. Develop any areas where you feel specialized quality standards are needed, using a group process. Specialized standards may:

    - cover a new topic that you feel the core standards have not addressed and/or

    - enrich a core standard by specifying its intensity or focus.

    Specialized standards should not contradict or weaken a core standard. If your group disagrees with a core standard, tell us clearly in your report.

6. Write a report and submit it to your umbrella group. Please use the same numbering and headings as this guide and attach the form from page 43. This will help your umbrella group to prepare its report based on all the submissions from its members.

7. Make sure your umbrella group has received your report.

Discussion Process

Here is our suggestion for a process to lead discussions about quality standards and evaluation guidelines.

1. Choose sections to focus your discussions. As a group leader, you may have your own questions to stimulate discussion. You may also wish to use the questions we suggest to open the discussion. You could pose some questions to learners, others to instructors or to administrators.

2. Ensure people understand the definition, the principles and the vision statement. Let them discuss broad objectives and key strategies. Find out whether people agree and where they may differ. This is important, since this section forms our framework for discussing quality standards and evaluation guidelines.

3. Look at how your literacy program runs. What does it do? Should any of these activities be reflected in quality standards? The "Discussion Openers" may help you with this.

4. Lead the group in comparing the responses of the participants to the standards. Your group can help the Literacy Branch decide how appropriate the core standards are by responding to questions below. Please ask the following questions for each standard proposed in this guide:

    - Do you agree with this standard?
    - If not, how would you change it?
    - Do you agree with these examples of program features and evidence?
    - If not, how would you change them?
    - What other program features and evidence would you suggest for your program and delivery sector?

Areas of agreement will help form the final core standards.
Standards which are new or which strengthen the core standards may become specialized quality standards for your sector.

Accountability

What is Accountability?

The public is holding government at all levels accountable for ensuring that tax dollars are well spent. All programs and partners in adult literacy, including government, form a "system". This system is accountable to the public for results achieved in raising adult literacy rates.

Accountability in adult literacy education operates at several levels. The ultimate accountability at the program and system levels is to adult learners.

Government is responsible to programs for ensuring that its support is equitable and is monitored and evaluated for its effectiveness and efficiency of administration. Programs are accountable for the results they promise to achieve, and how they achieve them, to their funders, sponsoring organizations, communities and other partners.

Programs are also responsible to learners for providing them with the necessary instruction and other supports to ensure that they achieve the goals which they have negotiated with staff. All learners should have the opportunity to achieve their individual goals to the extent their ability and perseverance allow. Learners' collective outcomes should be equitable across all target groups. In turn, adult learners are responsible to programs for their attendance, and for their own work to achieve results for themselves.

How Can We Demonstrate Accountability?

Organizations need to use a range of measures to demonstrate effectiveness and efficiency. If measures are selected and used properly, the organization should obtain results which will be helpful in determining where improvements are possible and where all available resources can be put to work.

There are several means of demonstrating accountability. They include:

- conducting an audit;
- accurate monitoring and reporting of statistics about learners in programs and the results they have achieved; and
- measuring effectiveness through evaluation.

Why Should We Do Evaluation?

The question of evaluation is basic to management. How do the board of an organization and program staff know they are doing a good job? How do program staff know they are responding effectively to their users? And how do funders decide which programs should be funded? Demands for accountability are growing from all levels, from government to consumers. Programs are being asked to prove that their services are efficient and useful, and that their organizations are effective as a basis for continued funding. But there's one good reason to measure effectiveness, and that's to improve it.

What is the Relationship between System, Program and Learner Evaluation?

System Evaluation

A system evaluation determines to what extent programs, services and funders collectively:

- reflect the principles they have adopted;
- achieve the objectives they have set; and
- have appropriate strategies to achieve the objectives.

A system evaluation looks at overall effectiveness and efficiency. Based on the findings, it looks critically at the need for changing principles and strategies which are not achieving the objectives. It also re-examines the objectives and may set new objectives when existing ones have been met.

Program Evaluation

Program evaluation, which is the primary focus for this project, looks at how well individual programs reflect their principles, meet established quality standards and achieve results. Evaluation should be used to inform and improve the program and the results achieved. A program will set new objectives and strategies when it has achieved those previously set or found them to be ineffective. This process is called formative evaluation.

Learner Evaluation

An important part of a program evaluation is measuring "aggregate learning outcomes" that is, the extent to which the program has helped learners achieve the results they wanted. To evaluate learner outcomes, programs have to assess or help learners assess their skills, set goals for themselves, and constantly evaluate their learning. To ensure that the collective results or learning outcomes for learners are met, programs make changes based on their findings.

Elements of Accountability Framework

The accountability framework we are using for this project includes:

1) At the System Level
   - definitions of "literacy" and "literacy education"
   - principles
   - vision statement
   - system-wide objectives
   - strategies to achieve objectives

2) At the Program Level
   - core quality standards
   - program features which indicate that the standards are being met and evidence for each feature
   - sector-specific quality standards.

We would like your comments on the definitions, the principles and the vision statement. As well, we would like you to suggest up to five broad objectives for the "system" as a whole and up to five key strategies to achieve these objectives. Your suggestions will help us complete the framework for a future system evaluation. They will also help set core and sector-specific quality standards at the program level. Setting these quality standards for all programs is a key strategy being used to increase overall accountability.

1. Definition of Literacy

Background

Defining "literacy" is difficult. It depends on the needs of an individual and of society in general, as well as the values of a particular community at a specific time. We are looking for a definition that will help us to understand what literacy means in Ontario now and over the next decade.

"Literacy" is often defined as simply the ability to read and write. However, literacy and numeracy - the ability to do arithmetic - are usually linked since they comprise basic skills for further learning. Recognition of the greater need for higher levels of literacy in order for people to take part fully in Ontario's economy and society is increasing.

The Policy work group found it useful to think in terms of "literacy" and "literacy education" and proposed a definition for both.

Work Group's Definition

1.1 Literacy is the ability to read, write, calculate, speak, sign and understand as well as communicate in other symbolic forms of language.[1]

1.2 Literacy education is part of a process or cycle of lifelong learning, based on life experience, shared knowledge, and decision-making by learners. Literacy education contributes to the development of individual self-esteem and critical awareness as well as individual and community empowerment.

Discussion Openers

?

How would you explain the term, "literacy"?

What do we do in our literacy program? What are the different activities?

What makes learning easier in our program?

What the Ministry Needs to know

There are many ways of measuring literacy levels, e.g. grade levels or assessing how well people have met their own goals. Should any measures be included as part of a definition of literacy?

Have we missed anything in the definition? Is anything in the definition which should not be included?

[1] "Other symbolic forms of language" refers to Blissymbols and other systems of communication used by people with disabilities.

2. Guiding Principles

General Background

The policy work group developed five guiding principles to direct the future development of the literacy field. These principles are reflected throughout the core quality standards:

- Respect for Cultural Diversity;
- Lifelong Learning and Adult Education;
- Belief in Learners;
- Adequate and Appropriate Service Provision; and
- Integrated Services.

2.1 Respect for Racial and Cultural Diversity

2.1.1 **We promote racial and cultural diversity in literacy education.**

2.1.2 **We encourage staffing of programs to reflect the racial and cultural diversity of the communities which they serve and support the right of communities to create flexible programs which meet the needs of their diverse population.**

2.1.3 **We recognize the right of Ontarians to literacy education in:**

- **one of Canada's official languages, or**
- **language of origin for Aboriginal peoples.**

2.1.4 **We support the right of Aboriginal peoples to be literate in their own languages as well as in English or French. This affirms the revitalization of Aboriginal culture and the authority of Aboriginal people to determine their literacy needs and programs.**

2.1.5 **We ensure that literacy in French will be directed by Franco-Ontarians and that the linguistic and cultural needs of the Franco-Ontarian population will be recognized in all provincial literacy programs. We recognize the intrinsic role of literacy as a means of survival and empowerment for the Franco-Ontarian community.**

2.1.6 **We affirm the need of Ontarians to literacy education in their first language, in order to ensure a bridge to English as a Second Language (ESL) or Actualisation linguistique en français (ALF).**

Background

There are many different racial, cultural and linguistic groups in literacy programs. For Franco-Ontarians and Aboriginal peoples, literacy is seen as fundamental to community survival and development. For some people, it is easier to become literate in English or French, if they are literate in their first language. "First language" means the language a person normally uses other than spoken English or French. A first language literacy program presents new concepts in a language that belongs to the learners. Researchers recognize that skills learned in the first language are transferable. Aboriginal peoples' languages are threatened because of their treatment in the past. "Language of origin" means what would have been a first language, if Aboriginal languages had not been threatened by the majority culture.

The Deaf consider themselves a cultural group. Sign Language is legally considered the first language for people who are Deaf. The languages used by the Deaf are American Sign Language (ASL) and Langue des signes québécois (LSQ).

Discussion Openers

What culture and language groups do people in our programs come from?

How does our program make people from the different groups feel comfortable?

How does our choice of learning materials foster acceptance of people from different racial, cultural and linguistic groups?

What the Ministry Needs to Know

Does your group accept statements 2.1.1 to 2.1.6 or do they need to be changed?

2.2 Lifelong Learning and Adult Education

2.2.1 We recognize adult literacy education as fundamental to any future framework on lifelong learning and adult education in Ontario. Our learning system must be adaptable, so that learning can occur where, when, and in the ways it is needed.

Background

The policy work group observed that lifelong learning is most often discussed in relation to people who are already highly educated and not in relation to those with less formal education and with basic learning needs. The group felt that literacy must be included, as it is the foundation for further learning. As well, the concept of lifelong learning breaks down barriers between youth and adult education, between school and work, allowing people the maximum flexibility in their learning pathways.

Discussion Openers

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Now that many adults are choosing to take courses, how are people in your family and community supported and encouraged to be adult learners?

How should literacy programs adapt to the needs of adult learners?

What the Ministry Needs to Know

Does your group accept statement 2.2.1 or does it need to be changed?

2.3 Belief in Learners

2.3.1 We recognize the knowledge, experience, and life skills of learners as an integral part of literacy education.

2.3.2 We consider learners to be partners in service planning and program decision-making. New ideas are welcomed and all play a meaningful role in setting new directions.

Background

In the policy work group discussion, members strongly emphasized that learners bring much knowledge and experience to their programs, and should not be viewed just in terms of what they lack. Like other participants in adult education programs, they are able to learn as well as to teach others. The group felt that, as capable adults, learners must be invited to participate in planning and developing the curriculum and programs that are set up to meet their needs. This will both enrich the programs and contribute to their personal skills and awareness.

Discussion Openers

Many learners in literacy programs are saying that even though they may have a problem with reading or writing, it has not held them back from learning and carrying on with their lives. How has this applied to you?

How do learners take part in planning and making decisions in our program? How important is this for learners and for the program?

What the Ministry Needs to Know

Does your group accept statements 2.3.1 and 2.3.2 or do they need to be changed in your own literacy program?

2.4 Adequate and Appropriate Service Provision

2.4.1 **We recognize that funding should be consistent with our objectives.**

2.4.2 **We recognize that there are different processes of learning and different organizations which provide learning opportunities. We promote a diverse public non-profit community-based literacy network to provide for flexibility in learning opportunities and to support the full range of learner needs.**

2.4.3 **We recognize training for all those participating in the literacy field as a priority.**

2.4.4 **We encourage all programs to accommodate the special access needs of people with disabilities, including the provision of equitable delivery and support services.**

Background

The literacy delivery network is made up of many sectors: the Independent Learning Centre, school boards, colleges, labour and community organizations. The policy work group was concerned about stability and the need for long-term planning. It also wanted training to be inclusive, and available for everyone involved in literacy work: learners, instructors, and administrators.

The group also focused on the role of people with disabilities in literacy programming. All types of disabilities can affect participation in a literacy program, e.g. learning and sensory disabilities. Different types of disabilities require different support services, such as interpreters and intervenors. While

many advocate "mainstreaming" of people with disabilities, others feel that disabled people, such as those who are Deaf, also have a unique culture which builds on common experiences.

Discussion Openers

?

How are programs different in community-based groups, workplaces, colleges or school boards? What are the advantages of these different types of programs and organizations in meeting the needs of learners?

When you were choosing a program, did you have enough choices in your community? What program choices are available in your community?

Why is diversity in the literacy delivery network so desirable?

What are "equitable delivery and support services" for:

- people with disabilities;
- Native peoples;
- racial minorities; and
- women?

What the Ministry Needs to Know

Does your group accept statements 2.4.1 to 2.4.4 or do they need to be changed?

2.5 Integrated Services

2.5.1 **We promote programs which meet the needs of learners in an integrated way.**

2.5.2 **We advocate that support services should be available to the learner, not tied to a program, in order to encourage co-operation and co-ordination between programs and services.**

2.5.3 **We advocate special bridging initiatives to increase timely referrals as well as to promote links between programs.**

2.5.4 **We promote partnerships between the Ministry of Education and Training and program providers as well as between program providers and learners.**

Background

The policy work group recommended services and procedures to make transition between programs easier. To ensure a choice of program is available to learners, a variety of related support services were also considered necessary. The work group talked about integration of programs and services. They meant that services should be easily available through programs and tied closely with programs. A person should not have to go to several places to get support services such as childcare, transportation, income support and counselling.

Bridging initiatives are meant to fill in the gaps which might exist between programs. When a learner needs to get from ESL/ALF to a more advanced adult education program, there may be a need for bridging programs between the various levels and types of education and other support services.

Although these principles refer to services being tied to learners and not programs, they do not mean that a program like family literacy, which includes parents and children, should not exist. In family literacy, child care is an important part of the program.

Discussion Openers

?

Many people in literacy programs need help with child care, transportation, or income support in order to be able to take part. How good are support services in our program and community?

Are you thinking about moving to another literacy or upgrading program when you finish the one you are in? How easy will it be to move into it? What things would help make moving to another program easier?

What are links between programs in our community?

What is meant by "integrated services"?

How can literacy programs be better "integrated"?

How does making support services available to learners encourage co-ordination between programs?

What the Ministry Needs to Know

Does your group accept statements 2.51. to 2.5.4 or do they need to be changed?

3. Vision Statement

3.1 We recognize the right of all to literacy education.

3.2 The Ministry of Education and Training will support a commitment by all sectors of society to provide access to literacy in order to increase adult literacy in Ontario by the year 2000.

Discussion Openers

If you had only a few sentences for what we should do to increase adult literacy by the year 2000, what would you say?

?

How is our program affected by this Vision Statement?

What should a "commitment by all sectors of society" consist of?

Are there other targets which you would suggest?

What the Ministry Needs to Know

Does your group accept this vision statement as part of the accountability framework for literacy in Ontario?

4. Objectives

An objective statement should refer to an achievable and measurable goal or result. It will usually answer the questions "who" and "what" and will include a specific timeframe. Objectives do not have to apply equally across all groups and may apply specifically to the cultural and social needs of various communities.

Here is an example of an objective:

- By 2000, literacy programming will meet the self-identified needs of cultural and linguistic minorities, including Franco-Ontarians and Aboriginal people.

What the Ministry Needs to Know

Give the five most important objectives for the literacy education "system" to achieve by the year 2000.

How do your objectives help to meet the needs of:

- people with disabilities?
- Native peoples?
- racial minorities?
- women?

5. Strategies

A strategy should tell us how we can meet our objectives. It includes action statements which tell us what will be done and who is responsible. It will usually include a deadline for completion. Examples of strategies include persuasion, policies, programs, research, incentives, disincentives, public awareness and marketing. In Ontario, we have a population made up of many cultural and linguistic groups; no single strategy will meet the needs of everyone. Once all the different strategies are determined and priorities made, they will need to come together to form a major strategy or action plan for Ontario over a specific time.

What the Ministry Needs to Know

Give the five most important strategies to achieve the vision statement and the objectives you developed in section 4.

How do your strategies help to meet the needs of different groups who need literacy education?

6. Core Quality Standards

The work group on quality proposed core standards for all literacy programs in Ontario. These are being discussed with your program so that you can decide whether you agree or not. Do you think additional or more stringent standards are needed.

What is a standard?

A standard is a degree of excellence to which activities must conform. In this case, we are developing standards of quality which can be used to help all literacy programs in Ontario reach a consistent, minimum level of quality. These standards will be used to assess overall quality as part of an evaluation process.

Program Features

Since the standards are being developed as a basis to evaluate quality, it is important to show how programs might meet the standards. There might be several "program features" for each standard which could vary by delivery sector, cultural or linguistic group, or program.

Evidence

The term we use to demonstrate or measure a feature is "Evidence". Qualitative and quantitative measures may be used to assess how standards are met. Evidence is specific. For example, tell us the number of times something happens, its quality, its intensity or its suitability.

The Literacy Branch has developed examples of evidence based on indicators developed by the English, French and Native work groups. You can revise the program features and their evidence with examples from your own program or sector.

Specialized Standards

Some additional standards or descriptions of program features and evidence may differ depending on whether the program is run by a college, school board, labour union or community group. There may be specific objectives in the English, French or Native streams which organizations want built into specialized standards. Add specialized standards, program features and evidence when you feel they apply to your sector.

Background

We discussed "quality" within a context of funding. Funding will determine the number of staff, the number of learners, and the number and type of activities.

The Literacy Branch believes that it is more important for a program to achieve high quality first and then raise the numbers of learners served. In times of government financial restraint, it will be necessary to balance the number of learners served with the quality of the program delivered. The branch does not want to sacrifice quality to quantity.

The work group developed the preamble below to capture their ideas about the relationship between funding and evaluation.

Preamble to the Core Quality Standards

Common Understandings

- **Evaluation will be used to help programs improve.**
- **We believe that programs need stable, adequate funding. Evaluation will be done in the context of the financial, human, and professional resources available.**

What the Ministry Needs to Know about the Standards

Don't forget to answer the following questions for each standard.

- Do you agree with this standard?
- If not, how would you modify it?
- Do you agree with these examples of program features and their evidence?
- If not, how would you change them?
- What other program features and evidence would you suggest for your program and delivery sector?

Core Standards from the Work Group

6.1 Program Mission

A quality literacy program has clearly written goals and a philosophy which it follows and shares with the people involved in the program.

Examples

Program Features	Evidence
• Plain language statements of the program's goals and philosophy exist.	• Ways the goals and philosophy are shared.
• Program participants are familiar with the program's goals and philosophy.	• All participants can talk about the goals and philosophy, whether they are: - board members; - administrators; - staff or volunteers; - learners; or - others.
• The goals and philosophy are promoted to others as part of public relations, hiring practices and recruitment strategies.	• Publicity materials • Job ads
• The program board members or staff review program goals and philosophy regularly.	• Changes in goals and philosophy since the program began.

Discussion Openers

?

- Does our program have a mission statement which reflects its philosophy and goals?
- How well do people know the statement?
- To what extent does the program reflect its mission statement?

Important

- Please ask the questions on page 20.

6.2 Practitioner[1] Training

A quality literacy program has well-trained workers. They have initial and on-going training.

Program Features	Examples Evidence
• Practitioners continue to develop their knowledge and skills.	• Number and content of workshops, courses and seminars attended. • Practitioners are familiar with resources (periodicals, books, and films) appropriate to their work.
• Staff development needs are integrated with program evaluation.	• An integrated staff development and program evaluation process is done once per year.
• Practitioners have comprehensive training by the organization, or through other means, before they begin.	• Resumés of paid staff. • Outline of initial orientation and training done by organization. • Interview questions used in recruitment.
• Practitioners are assessed by a peer assessment process and recognized for prior learning.	• Practitioners participate in a peer assessment panel process.
• The program pays staff for attending training.	• Percentage of budget allocated for staff training.

Discussion Openers

?

- Does our organization offer initial orientation and training? What are they like?
- Do people have opportunities for on-going, in-service training in the organization or elsewhere?
- Are staff paid for attending work-related training? Are course fees covered?

Important

- Please ask the questions on page 20.

[1] A "practitioner" is someone who is a literacy co-ordinator, instructor, tutor or teacher, either paid or volunteer.

6.3 Community Focus

A quality literacy program is rooted in the community[1] it serves. Learners take part in decisions that affect them and their communities. The program reflects its own goals and strengthens individuals, their communities and their cultural identity.

Examples

Program Features	Evidence
• The organization has a documented, clear understanding of who its community is and who its target groups[2] are.	• Community profile done or social indicators report done. • Profiles of learners, staff and board members in program and referrals to and from other organizations. • Plain language promotional material targeted to key groups. • Type of media used for publicity. • Examples of outreach to, networking with and partnership with other organizations serving the same community.
• The community interacts with the program in a variety of ways. • The program interacts with the community in a variety of ways.	• Community resource persons or activities are incorporated into the program. • Program staff and learners are linked to community activities.
• Learning plans for learners reflect goals for participation in the program and the community.	• Up-to-date learning plans and assessment reflect broader participation.
• Program gives support and training to help learners participate.	• Quality and level of support documented.
• Learners participate actively in program planning and other activities, such as networking.	• Ways learners participate in the program and the organization. • Percentage of learners participating actively in the broader program.
• Learners participate as citizens in community decision-making.	• Documented involvement in community by learners. • Percentage of learners participating in broader community.

[1] A "community" may be defined as a geographic area or as a particular target group.

[2] A "target group" may be defined in geographic terms or as a linguistic, cultural, social or equity group, such as Franco-Ontarians, Native peoples, social assistance recipients, people with disabilities and women.

Discussion Openers

?

- Who do we consider to be our program's community? Is it a sector, a workplace, a particular target group, an organization, or a broad geographic region?
- Are there any special target groups we serve?
- What training and support do we provide to learners to assist them to participate in program and community decision-making?
- How are learners encouraged to be independent?
- How do we know whether we are making a difference to learners over the long term?

Important

- Please ask the questions on page 20.

6.4 Learner-Centred Approaches and Methods

A quality literacy program uses approaches and methods that are learner-centred. It supports learners to participate individually and collectively in order to take control of their learning.

Program Features	Examples Evidence
• Assessment is on an individual basis and learner-centred. It validates strengths, identifies learning styles, and is in a format which learners understand. • Goals vary from learner to learner. • On-going assessment monitors progress toward individuals' goals. • Programs support, encourage and instruct learners in self-assessment.	• Variety of assessment tools and techniques. • Initial learning plans are completed and reviewed regularly for each learner. • Learning plans: - are in plain language; - reflect diverse goals, needs and learning styles; and - reflect learner input.
• Content and learning process reflect diverse learning styles, interests and contexts.	• Variety of learning material reflecting learner culture and lifestyle. • Variety of delivery models.

Discussion Openers

?

- What kind of planning is done in our program? How do we include learners in this process?
- What kind of initial and on-going assessment and documentation does our program use?
- How do we adjust for a learner's changing goals and needs?
- Do the materials we use reflect the aims of our program and respond to the needs of learners?
- What models and settings are used for instruction in our program?

Important

- Please ask the questions on page 20.

6.5 Access and Equity of Outcome

A quality literacy program respects differences. It has structures and supports in place to increase access and equitable outcomes[1] for learners.

Examples

Program Features	Evidence
• Facilities are safe, well lit and accessible for people with disabilities, women and other target groups.	• Examination of location and facilities.
• The program fosters improvements in literacy skills and competencies for all learners.	• Aggregate outcomes match goals set by learners across all equity groups.
• The program has structures, approaches, methods and materials in place to foster equity of outcome.	• Case studies of interventions to serve equity target groups.
• Assessment of learning and program evaluation are both qualitative and quantitative.	• Regular review of assessment and evaluation methods and procedures.

Discussion Openers

?

- What equity groups and other target groups take part in our program?
- Do the learning approaches and materials reflect the cultures and backgrounds of the learners in the program?
- Do the assessment procedures reflect differences in learners such as gender, culture, class and individual learning styles?

Important

- Please ask the questions on page 20.

[1] Programs have "equitable outcomes" when they make sure learners receive what they need in order to achieve results at the same level as other learners of similar ability and in other target groups.

6.6 Learner Mobility

A quality literacy program has the community, organizational, and referral links it needs to help learners move successfully from one educational program to another, to further training, and to employment.

Examples

Program Features	Evidence
• Learner assessments identify further education, training and employment goals.	• Initial assessments document future goals.
• Learning plans and instruction are for each individual so you can "fast-track" learners towards their goals.	• Up-dated learning plans based on on-going assessment on file.
• Information on other education and training in the community is up-to-date and learners know how to use it.	• Plain language information is available. • Level of awareness by learners of further education and training options.
• Organization has close links with other organizations providing literacy and other educational and training opportunities and makes successful referrals.	• Documented referrals and follow-up on students to determine their success after leaving program.
• Program takes part in regional or local efforts to articulate[1] programs and to develop learner-centred information, referral, assessment, counselling, and accreditation schemes.	• Documented involvement in regional activities to improve learner transfer.

[1] "Articulate" means to set down specific outcomes for a program, program level, or course and to relate the outcomes to those for other similar programs, program levels or courses.

Discussion Openers

?

- Does our program belong to and participate actively in a regional networking group for literacy providers?
- To what extent does our program know about and cultivate a relationship with other educational and training providers?
- Do we assess learners' skills based on their future goals and plan our program to help learners achieve these goals?

  or

  Do we assess learners to fit into a pre-established program?
- What follow-up is done on learners after they leave our program?
- How is a learner's future success monitored?

Important

- Please ask the questions on page 20.

6.7 Support Services

A quality literacy program helps learners get the support services they need, either in the program or in the community. These services include transportation, childcare, counselling and referral.

Program Features	Examples Evidence
• Learners identify needs for support services.	• Need for support services is part of the initial interview with learners.
• Information about support services in the program and the community is available.	• Plain language information.
• The program has links with support services in the community.	• Number and quality of referrals to other services.
• Specialized equipment and training are available for people with disabilities.	• Type of equipment and training models and approaches available.
• Support services match learner needs.	• Record of support vs. needs identified by each learner.

Discussion Openers

?

- What support services are needed by learners in our program?
- To what extent are these support services available?

Important

- Please ask the questions on page 20.

6.8 Organizational Links

A quality literacy program makes and maintains contact with organizations in the community which help meet both the learners' and the program's goals.

Examples

Program Features	Evidence
• The program has good relationships with other organizations which also serve its learners.	• Communication with organizations serving literacy learners or their families, eg., social services, government agencies, public housing.
• The program takes part in joint initiatives with organizations reflecting similar values and goals.	• Level and type of joint activities with other organizations.

Discussion Openers

?

- What links does our program have with other services in our community and how do we use them?
- What are examples of activities which our program has undertaken in co-operation with other like-minded organizations?

Important

- Please ask the questions on page 20.

6.9 Learning Objectives

A quality literacy program values, plans for and provides opportunities for learners to increase literacy and numeracy skills, life skills, critical thinking and problem-solving. The program recognizes that increasing self-esteem and empowerment are part of this developmental process.

Examples

Program Features	Evidence
• Learners participate in setting their goals and developing learning plans.	• Learning plans which reflect learner participation.
• Learners are supported, encouraged and instructed in self-assessment.	• Amount and quality of support and instruction on self-assessment provided to learners.
• Literacy, numeracy and other learning outcomes are assessed on an on-going basis in a variety of ways in order to document concrete gains in learning.	• Variety of appropriate approaches and tools used in program for assessing learning outcomes.
• Learners' increases in independence, problem-solving, critical thinking and participation are valued, supported and documented in the program.	• Extent to which these are documented as learner goals and outcomes. • Activities undertaken in program which promote these outcomes.

Discussion Openers

?

- How does our program involve learners in goal-setting, development of learning plans and self-assessment?
- How do we assess gains in reading, writing, numeracy and other basic skills?
- How do we encourage and support learners to increase their independence, problem solving, critical thinking and participation in their community?

Important

- Please ask the questions on page 20.

6.10 Learner Assessment and Program Evaluation

A quality literacy program does on-going evaluation. Evaluation of learners' progress and of the program is a formative[1], participatory and continuous process. The goal of program evaluation is to increase effectiveness.

Examples

Program Features	Evidence
• Program has a clear plan for learner-centred initial, on-going, and final assessment of learning outcomes for all learners.	• Documented plan, methods, approaches and tools for learner assessment at all stages of the learning process.
• Learner assessment is contextual, concrete, on-going, and participatory.	• Documented on-going, participatory assessments for all learners showing progress against identified learning goals.
• Program evaluation: - is integrated into the ongoing work of the program; - is compatible with the program's philosophy; - involves all program participants and stakeholders; - is based on program goals and clear standards of quality; and - informs program improvements.	• Quality standards and ways of evaluating the degree to which they are met exist. • Reports show level of participation and how often evaluation occurs. • Documented program changes relate directly to evaluation outcomes.

Discussion Openers

?

- How does our program plan and do learner assessment? How often does it take place? Who participates in it?
- How is evaluation in our program used to make improvements in the program?

Important

- Please ask the questions on page 20.

[1] "Formative evaluation" is ongoing, continuous and integrated into the daily functions of the literacy program. It is dynamic. Programs continually improve themselves based upon findings from an evaluation.

6.11 Learning Materials

A quality literacy program uses a wide variety of learning materials which are consistent with the program's philosophy, suitable for adults, and relevant to learners' needs. Programs use materials which promote equality of all groups in accordance with the Ontario Human Rights Code[1].

Examples

Program Features	Evidence
• Program has a clear policy on bias against groups of people in learning materials.	• Written policy on learning materials.
• A wide variety of adult learning materials are available and used.	• Choice and relevance of materials available to learners. • How often learners choose learning materials vs. how often established texts are used.
• Literacy materials reflect the culture and other contexts of learners.	• Cultural relevance of materials to learners in program.
• Materials are often custom-designed by practitioners and learners.	• Practitioner or learner-made materials available.
• Learning materials provide positive images of all groups of people.	• Review of material for bias.
• Program helps learners analyze and assess bias in print and other media.	• Documented approach to learning about bias.

Discussion Openers

?

- What materials are available in our program?
- To what extent do they reflect learners' cultures, lives and needs?
- How often can learners choose the materials they use?
- How does our program make sure materials are not biased against groups of people?
- Are learners taught to detect bias in materials?

Important

- Please ask the questions on page 20.

[1] The Ontario Human Rights Code prohibits discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, handicap, age, marital status, family status, receipt of public assistance, and record of offenses.

6.12 Outreach

A quality literacy program uses positive, effective, and targeted outreach strategies to attract learners to the program.

Examples

Program Features	Evidence
• Outreach strategies developed and revised on an on-going basis to reach specific target groups.	• Documented strategies.
• Plain language outreach materials which portray literacy learners and learning in a positive way.	• Review of brochures and other materials.
• Use of non-print media.	• Review of non-print outreach activities.
• Collaborative outreach with other delivery organizations through regional network and hotline.	• Membership and participation with regional network.
• Analysis of who the program, within its own mandate, did and did not attract.	• Up-to-date data on new learners, detailing how they were recruited, target group, gender, age, etc.

Discussion Openers

?

- If you are a learner, how did you hear about the program?
- How do we do publicity and promotion of literacy and our program?

Important

- Please ask the questions on page 20.

Additional Core Standards for Review

The work group reached consensus on twelve standards. The next standard, 6.13, was put forward by the work group for discussion. The Literacy Branch has added standards 6.14 to 6.17 for your consideration.

6.13 Diverse Outcomes

At the end of the work group meeting, we talked about establishing outcomes for learners. Some people in the group believed that outcomes were part of learner assessment, so could not be a separate quality standard. Others felt that outcomes should be a distinct standard, since the ultimate accountability of a program is to its learners.

We did not come to agreement about having a standard on outcomes. The work group wanted to put standard 6.13 forward for discussion. Should a statement about outcomes be included in the quality standards?

A quality literacy program strives for diverse outcomes. The program can specify and document the outcomes it expects to achieve and the extent to which it meets its outcomes.

Examples

Program Features	Evidence
• Stated learning outcomes for each program and level, which are flexible enough to incorporate diverse goals of learners.	• Measurable outcomes for each level and program.
• Learners are tracked from one level or program to another and beyond.	• System for tracking and follow-up on learners in place and used.
• Means of recognizing learning which are accepted by learners are in place.	• Review of means of assessing and recognizing learners.

Discussion Openers

?

- How do learners in our program define their goals?
- How does our program define and measure its learning outcomes at each level?
- How does the system used in the program match up with learner goals?
- How do we recognize learning in our program?

Important

- Please ask the questions on page 20.

6.14 Accountability

The program does what it says it will do. It has accountability to its learners, sponsoring organization, partners, community, and funders.

Examples

Program Features	Evidence
• The program assesses learner achievements against learner goals and meets them (within its own mandate).	• Clear mission statement. • Detailed learner records. • Documented learner satisfaction with program.
• The program has links with related community organizations and meets its commitments to them.	• Documented links with community and satisfaction of other organizations with relationship.
• The program has strong links with other literacy providers and uses them to meet learner needs.	• Documented links with other providers and satisfaction with learner referrals and other collaborative activities.
• The program meets funding criteria, maintains open and regular communication with funders and reports on activities accurately, in the form required, with sufficient detail to demonstrate both effectiveness and efficiency.	• Review of applications, reports and quality of communication with funders.

Discussion Openers

?

- How does our program structure ensure accountability, both within and outside our organization?
- How do we know if learners are satisfied with the program?
- What relationships do we have with other literacy providers and organizations in our community?
- What is the quality of these relationships?
- How do we ensure accountability to our learners, funders, and community?

Important

- Please ask the questions on page 20.

6.15 Respect for Learners

There is a good rapport between learners, practitioners, and others in the organization. A supportive learning environment, respect for learner's privacy as individuals, and positive feed-back on achievements are objectives of the program.

Examples

Program Features	Evidence
• Learners are fully informed about why information is gathered and how it is used.	• Review of how learners are oriented to the program. • Learners can explain why information is gathered and are aware of how and why it is used.
• Language used to describe learners and learning is positive.	• Review of materials used in all aspects of the program.
• Learners are positive about the learning environment and their own capacity to learn.	• Interviews with learners. • Percentage of learners in regular attendance.
• Learner achievements are assessed, documented, and recognized in appropriate ways.	• Review of means of assessing and recognizing learning in context of program mandate. • Reports are aggregate and learner confidentiality is assured in compilation.

Discussion Openers

?

- How are learners and learning described in our program
- How do learners feel about the learning environment in the program?
- How does our program assess key learning outcomes without breaching confidentiality or privacy of learners?

Important

- Please ask the questions on page 20.

6.16 Contact Hours[1]

The frequency and duration of a program may vary according to learner needs and goals. Each participant in a literacy program is offered a minimum of four hours of instruction with staff or tutors per week.

Examples

Program Features	Evidence
• The duration and frequency of learner participation varies from learner to learner according to their needs.	• Review of program timetable to determine frequency and length of instructional sessions. • Review of attendance records of individual learners. • Review with learners of current practice and suitability.

Discussion Openers

?

- How do we organize instruction in our program? What do we count as "instruction" in our program?
- How many hours of instruction do learners get in our programs now?
- Are these adequate or would learners like the opportunity for more instruction?

Important

- Please ask the questions on page 20.

[1] A contact hour is the time a learner spends with an instructor, tutor or teacher. This time may be either in a one-on-one or group situation.

6.17 Ratio of Learners to Instructors

The learner/instructor ratio is appropriate to learners' needs, levels, and mode of instruction.

Examples

Program Features	Evidence
• Ratios are appropriate for learners' needs. • At a foundation level of instruction, learners receive instruction with no more than seven other learners at a time. • At preparatory levels of instruction, for example levels 3 and 4 in Ontario Basic Skills, learners receive instruction with no more than 15 other learners.	• The number of learners per instructor matches: - learners' needs; - levels of instruction; and - modes of instruction.

Discussion Openers

?

- How many learners are there per instructor in our program at each level?
- Are the ratios appropriate? What factors should influence the ratio of learners to instructors?

Important

- Please ask the questions on page 20.

7. Evaluation Guidelines

In this section, we would like you to consider what the evaluation process should include. Please help us to determine general guidelines for how all literacy programs should be evaluated.

Discussion Openers

?

- How has our program evaluated its effectiveness in the past?
- How has the program changed as a result of evaluation?
- How was learner progress incorporated into evaluation?
- Who was involved in evaluation? How were they involved?

What the Ministry Needs to Know

- If you were to give other programs advice on how to do evaluation well, what guidelines would you suggest? Please list them in your response.

Thank you for your participation.

Other Related Projects to Improve Accountability

The Ministry of Education and Training has a number of related projects to improve accountability at all levels of education. Some of these are listed below.

- A Commission on Education will consult broadly with the public on education and the ways in which the lifelong education system as a whole might be more accountable to the public. This project will consult, for example, on the issue of using standard tests in the school system.

- The provincial benchmarks project will establish provincial standards for expected outcomes of students in Grades 3, 6, and 9, as well as means of assessing to what extent they have been met.

- The College Standards and Accreditation Council (CSAC) will ensure that college programs have system-wide learning outcomes and that learners receive recognized credits across the system. CSAC will also conduct program reviews in the future.

- The Prior Learning Assessment (PLA) initiative in colleges will provide adult students with the means of assessing and receiving recognition for learning and experience for which they have not received credits in the past. PLA will facilitate entrance into training programs at the appropriate level without the presently required paper credentials.

- The Adult Preparatory Programs Articulation and Standards project funded by the Literacy Branch will develop learning outcomes for college preparatory programs and establish how they relate to similar programs across the college system and in other delivery systems.

- Two pilot projects will provide models for recognizing learning across the delivery system at the regional level.

- A handbook on Individualizing Adult Preparatory Programs will examine the need, explore the issues, set out a development process, and provide examples of how programs can be implemented.

- A literacy database, "Alphabase," will monitor literacy activity and assist in measuring the system-wide impact of literacy programs and Government support.

- Projects will pilot models for practitioner training, sharing of "good practice," and accreditation.

- A report on adult literacy in Ontario describes the need at the system level.

All of these initiatives will help improve our ability to assess how well we are meeting our goals and providing quality education on a provincial, regional, and program basis. Each of these projects will contribute to an increase in the accountability of the education system to the public.

Format for Report

In order to help your umbrella group read and synthesize your reports, please use these guidelines:

- Use the same headings we have used in each section of your group's report.

- Use the numbering system we have used in this Guide. When discussing the principles and standards, it will make your task much simpler to refer to the numbers of specific principles and standards.

- Complete the following forms and submit them with your report:

    - the list of organizations to whom you have submitted it, page 47;

    - the Group Response Record Sheet, page 43, for group report;

    - the Individual Response Record Sheet, page 45, for individual report.

- Send your response to one of the organizations listed on page 47 by June 30, 1993. The Adult Literacy Quality and Evaluation Project will be more effective if you can meet this deadline.

- Call the contact person for the organizations compiling responses, if you have any questions. Their names are noted on page 47.

Group Response Record Sheet

Please complete this form and attach it to your response.

1. Name of organization _____

2. Address _____

   _____

3. Contact person _____ Title _____

   Telephone _____

4. Date of meeting/discussion _____

5. Please check off kind of group or individual consultation involved:

   - ❒ Special meeting called for this discussion
   - ❒ Classroom
   - ❒ Small learning group
   - ❒ Committee meeting
   - ❒ Board of directors meeting
   - ❒ Instructor-learner pair
   - ❒ Staff meeting
   - ❒ Other (please specify) _____

6. How many people attended?

   - _____ Learners
   - _____ Instructors/facilitators
   - _____ Administrators/co-ordinators
   - _____ Community workers
   - _____ Volunteer tutors

7. Was there much discussion? Was it easy to reach agreement in the group? Please give your general comments on the meeting/discussion.

8. We would like to give advice to groups on successful ways of consulting. You can help by telling us your experience.

9. Do you wish to receive a copy of the report on responses to this questionnaire? If yes, please give us the address where you want the report sent, if different from that in #2.

Individual Response Record Sheet

Please complete this form and attach it to your response if you are submitting it as an individual.

1. How would you identify yourself?

❒ Program provider in a:

_____ school board
_____ community college
_____ community group
_____ workplace program
_____ other (please specify) _____

❒ Learner in a:

_____ school board program
_____ community college program
_____ community program
_____ workplace program
_____ other (please specify) _____

❒ Instructor / ❒ Tutor in a:

_____ school board program
_____ community college program
_____ community program
_____ workplace program
_____ other (please specify) _____

❒ Member of Community Group

❒ Other (please specify): _____

2. Were the questions clear in the questionnaire?

Yes ____

No ____

Please add your comments.

3. Please give us your general comments regarding the consultation process.

4. Do you wish to receive a copy of the report on responses to this questionnaire? If yes, please give us your name and the address where you want the report sent.

Please use additional paper as needed.

THANK YOU!

Organizations Co-operating in the Literacy Quality Standards and Evaluation Project

✔ Please complete this form and attach it to your response.

✔ Please submit your response to one of the organizations listed below.

✔ Please tick below the organization(s) to which you submit your response.

❒ Mary Oliver
Ontario Association of Adult and Continuing Education School Board Administrators (CESBA)
CESBA Literacy Committee
70 Jacqueline Street
London, Ontario
N5Z 3P7

❒ John Keough
Association de l'éducation alternative
180, rue Brébeuf
Casselman (Ontario)
K0A 1M0

❒ Bob McIver
Ontario Basic Skills (OBS) Committee
c/o Conestoga College
270 Water Street
Stratford, Ontario
N5A 3C9

❒ Martine Giguére
Formation de base de l'Ontario (FBO) Committee
c/o Collège George Brown
Campus St. James
201, rue King est
Toronto (Ontario)
M5T 2T9

❒ Jim Turk
Ontario Federation of Labour (OFL)
15 Gervais Drive
Suite 202
Don Mills, Ontario
M3C 1Y8

❒ Elisse Zack
Ontario Literacy Coalition (OLC)
365 Bloor Street East
Suite 1003
Toronto, Ontario
M4W 3L4

❒ Denise Legault
Regroupement des groupes francophones d'alphabétisation populaire de l'Ontario (RGFAPO)
362, rue Bloor ouest
Bureau 201-A
Toronto (Ontario)
M5S 1X2

❒ Renée Abram
Ontario Native Literacy Coalition (ONLC)
787 - 2nd Avenue East
Owen Sound, Ontario
N4K 2G9

❒ Jane Morris
Laubach Canada - Ontario
10 John Street West
Waterloo, Ontario
N2L 1A7

❒ We urge you to send your response to one of the groups above. If you also wish to copy the Literacy Branch, please check here.

Background Materials for Discussion Leaders

The Literacy Branch has prepared background materials for your use in preparing and leading discussions on quality and evaluation. These materials are free of charge.

Name: _____ Title: _____

Organization: _____

Address: _____

_____

Postal Code: _____ Phone: (_____) _____

		Quantity Required		
Background Papers on Policy:				
	English		Français	
For the English	T106	_____	P106	_____
For the Franco-Ontarian community	S105	_____	A112	_____
For the Native community	N107	_____	D102	_____
Background Papers on Quality:				
	English		Français	
For the English	G108	_____	D103	_____
For the Franco-Ontarian community	Q101	_____	Q102	_____
For the Native community	E108	_____	A119	_____
Plain Language Summaries of the Background Papers on Quality:				
	English		Français	
For the English	W103	_____	E110	_____
For the Franco-Ontarian community	P107	_____	S110	_____
For the Native community	A118	_____	Q103	_____
Discussion Guide Materials:				
	English		Français	
Discussion Guide	DG1-E	_____	GD1-F	_____
Transparency Master: Core Quality Standards (Set of 17)	T-1E	_____	T-1F	_____
Transparency Master: Questions to ask regarding each standard	T-2E	_____	T-2F	_____
Elements of Accountability Framework Developed for Consultation (Summary)	E111	_____	E112	_____
List of People Participating in the Policy and Quality Standard Work Groups	L121	_____		

Contact the Literacy Branch with your request by:

Phone: (416) 326-5482 TTY/TDD: (416) 326-5493 CoSy ID: vlee
FAX: (416) 326-5505

or mail to: Literacy Branch, 625 Church Street, 6th Floor, Toronto M4Y 2E8